

the

AMERICAN TEACHER

magazine



WITH CHARITY
FOR ALL

EXECUTIVE COUNCIL
PROCEEDINGS

SO YOU NEED
MORE TEACHERS

HOW TO PASS
A BILL

Opinion of Others

LOW income is not the only reason for the prevailing teacher shortage. There is another force which operates powerfully against adequate teacher supply and that has a chilling and constricting effect upon those already committed to teaching as a life work. That force is a kind of social ridicule. The term may be overly strong, but I think it can be more than amply justified.

From the School Executive

Let's face it: in many circles the teacher is regarded as—well—ludicrous. Nobody says so, of course. Quite the contrary. Spot announcements and radio plugs laud his effort. The N.A.M., noting that the standard of living is highest where educational level is highest, owlishly grants him an accolade. Yet, to the public, the teacher is a Mr. Peepers, an Osgood Conklin (of *Our Miss Brooks*), or even an Ichabod Crane—simperingly puerile, or pompous, and not to be taken seriously like, let us say, a song writer or a used-car dealer. Or, at the other extreme, the teacher is a sinister character who has actually been caught reading a book, and nonfiction at that.

The comedian can always render his audience helpless by revealing how he vanquished his square of a teacher with a hep quip or by confiding roguishly that he spent five years in the third grade. In high school assemblies it is now actually necessary to do some preventive work or the hired entertainer will spend most of his time regaling the pupils with stories told at the teachers' expense. The whole thing has become a fashionable gambit in any public fetch of wit.

Jokes about Sawbones the Surgeon or about the eccentric inventor, once popular subjects for jeering, have gone into limbo. With operations running at \$1000 for the economy size and eccentric inventors dreaming up cute little gadgets like the hydrogen bomb, there aren't likely to be as many jokes of either genre. Affluence and prestige are antidotes to social disapproval. The teacher is granted little of either.

It is not, I think, that the teacher is thin-skinned or that he feels personally wronged by all this. It is, rather, that he senses that those who create this atmosphere of forced and spurious belittling of education hold cheap the things he holds dear.

There is not, contrary to the attitude of the movies, any real humor in truancy. It is likely to be a grim business with an even uglier prognosis. There is nothing side-splitting about a teacher having to borrow lunch money from a well-heeled teen-ager who flunked English and was rewarded for it by a braying parent who thought it showed "horse sense." We add no cubits to our national stature by pretending that our classrooms are directed by a kind of laughable species of crank who for some outlandish reason or other still believes in the slow perfectibility of mankind and is willing to spend his groatsworth of lifetime working at the job.

If I seem to have grown wroth here, it is because I am wroth—for the teacher shortage may be a reflection of other, even more serious, shortages—shortages which may spell a kind of poverty even harder to fill.—"Who'd Want to be a Teacher," by William J. Murphy, teacher-principal, Minersville, Pa.

The LADIES Reg. U. S. Pat. Off. by Dorothy Bond



Courtesy, Chicago Daily News and John F. Dille Co.



IS it professional to belong to a teachers' union?

In the AFL and the CIO there are unions of newspaper writers, actors, civil engineers, nurses, airline pilots, musicians, etc. . . . all professionals and yet none of them the less professional because they are organized into trade unions.

From Labor's Daily

Teachers must learn to face the fact of their need for militant and independent organization free from the domination of school officials.

Labor unions long ago recognized that organizations, to protect rank and file members, must be restricted to rank and file members.

Teachers must educate the public and alert them to the needs of the schools today. There is no better way to accomplish this end than to join with the mass of workers and meet them on their own ground. This the unions do when they exchange their ideas and formulate policies in their Central Labor Body meetings.

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ON OUR COVER

February includes the birthday anniversary of Abraham Lincoln, and also Brotherhood week, both of which are dramatized on this month's *American Teacher* magazine cover, in a photo that could have been snapped by far-flung United Press Newspictures (which took it for your magazine) only in America.

Shown saluting the famous Saint Gaudens statue of the Great Emancipator in Chicago's Lincoln park are students from the city's new Ogden elementary school, led by their teacher, Miss Eleanor L. Keenan (who, incidentally, is the school representative of the *American Federation of Teachers*.)

Representing the many races (but Americans all) attending the school, in their tribute to the memory and deeds of the martyred president, are James Bray, Negro; Richard Yamada, Japanese; August Kirch, Jr., of German descent; Diana Yamada, Richard's sister; and Marina Salas of Puerto Rican descent.

No less dramatic is the story of the statue. It was executed by Augustus Saint Gaudens in 1887 with the co-operation of Stanford White, noted architect, under a bequest from the late Eli Bates, a cripple, who started his career as a New England school teacher at \$20 a month, then came west to be a Milwaukee lighthouse keeper, turned to farming, and later amassed a fortune in the lumber business.

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The President's Page

By Carl J. Megel

A CHRISTMAS CARD from one of our members carried this personal message: "It is very heartening the way you are encouraging teachers to act for themselves." This complimentary note was particularly pleasing since it indicates that our campaign for positive action by teachers themselves is bringing hope and courage to teachers everywhere to seek solutions to their problems.

This is reflected in the latest AFT membership report which shows a substantial increase in membership at the end of December, 1954, as compared with December, 1953. It is further indicated by the fact that thirty-one locals have already made their membership quota and that nearly one hundred more locals need only a very few members to attain their goal. At the same time the improvement in the financial position of the organization is encouraging.

The organization of the Albany Federation of Teachers, enrolling a large percentage of Albany's 650 teachers, gives further evidence that teachers are recognizing as never before that the problems which they face and the problems confronting American education can be solved only by organized teachers working collectively with the aid and support of the American Federation of Labor.

RESPONDING TO THIS UPSURGE of activity by the teachers of America, the American Federation of Labor is again demonstrating that no other organization has been a better friend to education. Assistant Director of Organization, Peter McGavin, and members of his staff, met in our offices here in Chicago and again with the Executive Council of the *American Federation of Teachers* and outlined a program of assistance by the organizational staff to double the A.F. of T.'s membership in 1955. We certainly welcome this aid and assistance by an experienced staff which understands the problems of the teachers of America. This is the most extensive and comprehensive program ever inaugurated for the specific purpose of organizing teachers into the *American Federation of Teachers*.

Certainly, sincere tribute is to be paid to Mr. McGavin for taking time from his busy schedule to come to Chicago especially to instigate this fine program. It now behooves all of our locals to see to it that they too, share this interest and cooperation by seeing that they have representatives at all meetings of their central trades and labor councils. It is through such a close liaison that the best interests of labor and the teaching profession will be served.

These optimistic signs bring teachers everywhere, faith instead of despair, hope instead of frustration, and light instead of darkness. And well it may, for while we rejoice in our progress and vision of a brighter future, we find we are surrounded by increasing difficulties.

THE SAN FRANCISCO BOARD of Education on Dec. 22, 1954, passed a regulation which makes any kind of political activity by any San Francisco teacher cause for



MR. MEGEL

dismissal. In this supersonic and supposedly enlightened age, it is inconceivable that the welfare of thousands of children and teachers should be entrusted to board members who are capable of passing such an irresponsible measure. On Dec. 15, 1954, seven days before the official board action, I wrote Board Member Mrs. Clarence Coonan:

"It is tremendously important to the teachers of America that their freedom as citizens in the community be seriously guarded by every school district. It is with this thought in mind that I urgently trust you will withdraw this resolution realizing that the consequence of its passage transcends the borders of the San Francisco school district. It touches with the heavy hand of authoritarianism the heart and the life of every teacher in America."

We need to be vigorously alert to oppose any bills which may be introduced in various state legislatures which would undermine or rescind existing tenure laws. In addition, we must work collectively to secure enactment of tenure laws to provide job protection to the over 700,000 teachers who now have none.

WE MUST ADD ENLIGHTENED understanding, assistance and counsel to eliminate all discriminatory practices either for America's children or America's teachers. We must pursue relentlessly our program for support for federal aid for education. We must be fearless in exposing the fraud being perpetrated by the series of study conferences which have been set up to bring to Washington deliberately fashioned reports which would make it seem that the people and the states oppose federal aid to education. The first official utterance of Neil McElroy upon his appointment as national chairman of the White House conference, was that he opposed federal aid to education. It is significant that this statement was made eleven months before the White House meeting which is scheduled for Nov., 1955.

Yes, we have many problems confronting us in the year ahead. Problems of legislation, of organization, of salaries and working conditions, and many others, are waiting to be solved. However, we have within each of our locals the dynamic leadership needed to reach our goals. The time is right for great forward moving activities and citizens are aware of the problems of education as they have never been before.

LET US, THEREFORE, MOVE forward together with unity of purpose and the interests of the teaching profession and our organization at heart. By united effort there is no goal too distant to reach, no aim too high to be attained. Let us make the year 1955 the most progressive in the history of the *American Federation of Teachers*, and of the greatest educational advantage to the children of America!

A. F. of L.

LAUNCHES ORGANIZATION OF NATION'S TEACHERS

Drive to Double A.F. of T. Membership Announced at Mid-Year Executive Council Meeting . . . San Francisco Citizenship Ban on Teachers Condemned . . . Fort Wayne, Ind. is 1955 Constitutional Convention City.

By MARIE L. CAYLOR

IN the American Federation of Teachers: One hundred thousand members this year!

This is the goal of the American Federation of Labor in an organization program announced at the opening of the A.F. of T. Executive council's mid-year meeting in Chicago, Dec. 28-30, by Peter McGavin of Washington, D.C., the A.F. of L.'s acting director of organization.

McGavin's announcement followed a pre-Executive council conference by McGavin and other A.F. of L. organization directors with an American Federation of Teacher organization committee chairmanned by F. Earl McGinnes, Jr., of Wilmington, Del., vice-president, and also recent talks in Washington with George Meany and Carl J. Megel, A.F. of L. and A.F. of T. presidents, participating.

"Let it be known," McGavin said, "that we (the A.F. of L.) have organizers, and they know how to organize." He estimated that about 100 of the A.F. of L.'s 130 organizers will participate in the effort, and added: "We are going to advise our state federations of labor and our central trades and labor councils to cooperate and assist in organizing the teachers."

While he spoke, the A.F. of L.'s News Service for the same day carried an announcement of the completion of a new American Federation of Teachers local in Albany, N.Y. with a large

CONVENTION CITIES

The Executive council selected Ft. Wayne, Ind., for the thirty-eighth annual (1955) convention of the American Federation of Teachers, and Aug. 15 to 19 as the dates. The Van Orman will be the headquarters hotel. Ft. Wayne's invitation was presented by David Cramer, president of the Fort Wayne Teachers Council, Local 700. The convention committee is Vice-presidents Swan, chairman, and Jerrow and McGinnes.

Milwaukee, Wis., was chosen as the 1956 convention city, on invitation of Vice-president Fitzpatrick as president of the Milwaukee Teachers Union, Local 252, which extended the bid. Committee for this convention is Vice-presidents Fitzpatrick, chairman, and Trimble and Roth.

percentage of the city's teachers enrolled as charter members. This resulted from united labor support and help spearheaded by the Albany Federation of Labor and its affiliates.

McGavin said that letters to state federations of labor and central trades and labor councils asking them to cooperate were to be sent "at once." Megel was to address letters similarly

to A.F. of T. state and local federations, announcing the drive and urging their cooperation with the labor organizations and organizers wherever called upon.

McGavin said the A.F. of L. and A.F. of T. committees had "picked spots" where the A.F. of L. has "organizers immediately available" to start and that "meetings will be called" in various other areas later.

"We believe," he continued, "that if teachers are given the story, they will become members of the A.F. of T. We (the A.F. of L.) also know that we have an obligation to help in organizing the teachers, because they have the great responsibility in teaching the children, the future generation.

"That responsibility we will share with you, and we are starting immediately. Our organizers know how to organize, and it is going to help America when more teachers belong to the American Federation of Teachers.

"I think we can increase the membership in the A.F. of T. to exactly double what it is today. We began such organizational campaigns in conjunction with other organizations a few months ago, and the results have been astounding."

Committees which formulated the plans for McGavin's announcement included: For the A.F. of L., McGavin; George Reese, Chicago region A.F. of L. organization director; Charles Hey-

manns of Milwaukee, organization director for Wisconsin, and John Schreier of Detroit, regional organization director, and for the *American Federation of Teachers*:

Megel, McGinnes, Mrs. Veronica B. Hill of New Orleans, Raymond R. Peck of Columbus, O., and William P. Swan of Gary, Ind., the latter four vice-presidents.

The A.F. of L. News Service announcement of the new A.F. of T. local in Albany, where teachers' salaries are notoriously inadequate and working conditions poor, now chartered as Local 1229, follows:

"A tremendous demonstration of united labor effort resulted in the establishment of a new local of the A.F. of L. *American Federation of Teachers*—the first union of public employees successfully organized in Albany.

"The action led by the Albany Central Federation of Labor was called 'a fine example of union cooperation' by Eliot Birnbaum of Syracuse, N.Y., president of the *Empire State Federation of Teachers*.

"We hope it may stimulate other city central trades councils to emulate them since too many cities are without teacher federations," Birnbaum said."

"The Albany Federation of Labor is to be congratulated on its unselfish

and ready response to the educational needs of the children of Albany."

"The Albany Federation plunged into the campaign last November 30, twelve days after the Albany Public School Teachers association had voted overwhelmingly to invite representatives of the *American Federation of Teachers* to address them on the organization's accomplishments in raising teachers' salaries and improving working conditions.

"When two weeks had passed and no invitation was issued, Joseph Cerutti, president of the Albany Federation, led a list of 50 individuals and organizations who signed an advertisement in the Albany Knickerbocker News pledging the united support of Albany labor to the teachers to get their own organization. They said:

"The Albany Labor Committee in Support of Our Teachers has been formed for one purpose: To help our teachers help themselves. This is the best way we know to assure high standards of education in Albany public schools.

"We deplore the fact that Albany, the capital of the great state of New York, has the lowest teacher salaries of any city its size in the state.

"We regret the fact that Albany teachers are not sharing in the progress

made by the teachers in Schenectady, Amsterdam, Kingston, Utica, Syracuse, Rochester, Buffalo, Niagara Falls and other communities."

"The advertisement suggested that the teachers call a special meeting and hear A.F. of T. leaders.

"The meeting was called and speeches were made by Carl Megel, A.F. of T. president, Cerutti, and others, Frank Honigsbaum, research director of the A.F. of L. Brotherhood of Paper Makers, spearheaded a nucleus of men in the education and research department of that union, who helped to organize the local with more than 100 charter members."

"It always has been our proudest boast, and our truest, that organized labor is the best friend of the public schools of America," Birnbaum said."

The A.F. of T. Executive council also strongly protested a new rule and regulation adopted by the San Francisco, Calif., board of education depriving teachers of their rights as citizens.

The San Francisco board's action prohibits teachers from participating in campaigns for the election or appointment of city and county officials or school board members. It followed opposition of the *San Francisco Federation of Teachers, Local 61*, to the

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American Federation of Labor and A.F. of T. committees which mapped plan for teacher organization drive, snapped during Chicago Executive council session: From left, standing, George Reese of Chicago, A.F. of L. regional organization director; Mrs. Veronica B. Hill of New Orleans and Raymond R. Peck of Columbus, A.F. of T. vice-presidents; Charles Heymanns of Milwaukee, A.F. of L. regional organization director, and William P. Swan of Gary, Ind., A.F. of T. vice-president. Seated, A.F. of T. President Carl J. Megel; Peter McGavin of Washington, D.C., A.F. of L. acting director of organization; F. Earl McGinnes, Jr. of Wilmington, Del., vice-president and chairman of A.F. of T. committee, and John Schreier of Detroit, A.F. of L. regional organization director.

SO YOU NEED MORE TEACHERS!

**A CLASSROOM VETERAN TELLS CONGRESS, LEGISLATORS
AND CITIZENS WHAT IT WILL TAKE TO GET THEM**

By James L. Fitzpatrick*

YES, you *do* need more teachers. And the thousands of over-burdened teachers now struggling with classes that are too large in classrooms too small, need help. But we are not going to get more teachers by merely talking about it, or appointing committees to investigate what we already know about the school crisis and viewing it with alarm.

How, then, are we going to get them? The answer, Mr. Congressman, Mr. Legislator and Mr. Citizen, is quite simple. We are going to get them by offering them salaries on which they can support families decently, and maybe buy homes on the installment plan and drive Fords, or perhaps second-hand Pontiacs.

All this, so they won't have to do odd jobs after school hours, or run to the credit union every summer to borrow enough money to tide them over the vacation months or finance a study course demanded by a lay school board to demonstrate to you, Mr. Citizen, that it makes your teachers keep on their toes.

And after we get more teachers, we are going to hold them by also giving them job security and by improving teaching conditions, both in the classroom and in other required school activities.

Did I hear you say: "I thought

*Vice-president of the American Federation of Teachers, president of the Milwaukee Teachers' Union, editor of the Wisconsin Teacher, and since 1920 a public school classroom teacher.



MR. FITZPATRICK

teachers were 'dedicated' and received their reward from that 'warm' feeling inside, that comes from serving others." Well, how else do you think you have been hiring teachers in so many cases for less than the corner grocer pays its delivery boys?

That "warm" feeling, however, doesn't heat a teacher's home on a cold winter night, nor does it buy coal to do so. For this and other reasons,

more than 450,000 teachers, a number nearly equivalent to half the total now teaching, have left their desks in the last ten years. More are leaving annually.

Where do they go? One New Jersey teacher, tired of odd jobs after hours and being continually in debt, took a job driving a truck. The majority go into business and industry, where their education and training get them ahead more rapidly.

The teachers' college of an eastern university recently released the results of a survey of salaries being drawn by its graduates. Many reported incomes of \$20,000 a year, others \$40,000 to \$50,000 and some \$100,000 a year.

The editor of *The American Teacher* magazine received a press release about the survey and fired back the inquiry: "Are your graduates reporting these kinds of incomes still in education, or if not what are they doing?" After quite a wait, she got a letter saying the survey returns had not been sufficiently analyzed to make the question answerable.

The cold, hard facts are that there is not enough money in classroom teaching to fill schools of education or teacher's colleges. One third of the 35,000 who do graduate annually, do not go into teaching. Some of the young women marry and become housewives, but the majority of the "truant" group take other positions. Industry simply outbids the schools for youngsters coming out of teachers colleges with good

grades, especially for those majoring in the sciences.

We not only lose the one-third of the graduates of teacher training institutions to business and industry. Many of the remaining two-thirds are not available for new teaching jobs, since many of them are teachers already employed, who have completed courses for degrees through extension or summer school courses. A 1954 report of the Illinois state department of instruction stated that only slightly more than 65 percent of the available new graduates could be classed as new teachers.

There are sundry estimates of the number of teachers the public schools now need but don't have. This is mainly because there are so many legal and other definitions of a qualified teacher. Some states "qualify" for teaching after one or two years of college. Many small country schools are lucky to obtain high school graduates.

There ought to be a reasonable "standard" with which to measure whether a teacher is qualified, but there isn't. Some state legislatures, including the Illinois legislature, have passed laws lowering requirements in order to get emergency teachers.

Let's assume, for the sake of argument (and it's a pretty good argument), that a public school teacher, to be qualified to teach your child and mine, should hold a degree from a teachers college, or a degree from the school of education of some state university or private college, or have some other *equivalency* in specialized training in art, music, business, industry or the like.

This equivalent training should represent only a part of the usual four-year college course; there should be sufficient teacher training courses to meet the usual requirement of a qualified teacher, as well as other basic cultural courses.

These are yardsticks legally and otherwise used to measure *minimum* qualifications in most other professions. A reasonable estimate is that more than 300,000 of the one million teachers this year do not measure up to it, either in education or experience.

Nostrums to correct the shortage are numerous. But like all nostrums they are not effective medicine. Future Teachers of America Clubs might be helpful if the high school youngsters joining them could be shown that there's a "future" in teaching. The project to bring in housewives with college degrees after short teaching courses isn't working very well.

This latest stop-gap, to bring women from the kitchen to the classroom,

seems to have hit some 50 communities in various parts of the country. As a temporary expedient in an emergency it may be justified. But, Mr. School Board member, beware of it as a solution.

Undoubtedly, some of these women are qualified to become teachers, or eventually may qualify. Obviously, however, only a small percentage of them will stay in the profession. What is really needed is to retire the housewife to the home, to eliminate most if not all the emergency-certified teachers, and start building the profession with career men and women.

Citizens in many areas are becoming concerned over the problem of finding and keeping enough teachers to take care of ever increasing enrollments. Newspapers, magazines, the radio and citizens organizations have been highlighting the needs. But it's largely in the form of resolutions, talk and little action.

Horace Mann, the father of American education, once remarked: "I've never heard anything about the resolutions of the Apostles, but an entire book was written about the Acts of the Apostles." What we must have now, Mr. Congressman, Mr. Legislator and Mr. Citizen, are fewer resolutions, less aimless and worried talk about the teacher shortage, and more action.

What if you don't take action? Well, the schools will probably continue to muddle through, with more and more students and fewer and fewer qualified teachers. Fifty thousand new teachers will be needed every year for the next ten years to take care of increased enrollments, and 50,000 more will be required to replace those retiring. This, on top of the present shortage! It will be quite a muddle.

What will it take to get enough teachers? The American Federation of Teachers has recommended as the first prerequisite, *adequate salaries*. The salary of the average teacher, currently, in the United States is about \$3,600 a year. The A.F. of T. recommendation is for a starting salary of \$4,500, to reach \$8,000 a year in eight or fewer annual steps.

Benjamin Fine, the *New York Times* dean of education editors, has recommended that the present average salaries be doubled. Carl J. Megel, A.F. of T. president, and himself a classroom science teacher, has estimated that it will take \$500 to \$1,200 across the board increases, depending on current local schedules, to even stop teachers from seeking cost-of-living pay elsewhere.

Those delving deeply into the justification for such increases, will find that teachers' salaries generally are

currently 25 percent less than those in the occupations, and 65 percent under those in the other professions. Half the teachers in the United States work after hours and during vacations to supplement their teaching incomes sufficiently to be able to support their families.

This low estate of public school teachers impelled Supt. Louis P. Hoyer of Philadelphia to join in declaring that one of our first objectives is to "place salaries on a level in keeping with the rising cost of living."

Many salary schedules are essentially paper schedules. There are so many hurdles and roadblocks that it is almost impossible to reach the maximum. These phony schedules serve only to fool the public and frustrate teachers. States should help school boards find enough money for honest schedules, enabling teachers to advance rapidly and automatically.

A few, but only a few, communities are beginning to realistically approach good maximum salaries, but teachers must have Masters degrees or better to get them. Most communities do not have the funds to "go it alone."

What's the answer, Mr. Congressman, Mr. Legislator and Mr. Citizen? At the risk of dividing the responsibility three ways, it's federal aid for teachers' salaries, greater state aid earmarked for the same purpose, and increased local financing. How much will it take?

Mr. Megel has estimated that it will take \$1 billion to meet the need for increased teachers' salaries. Obviously it is a national, state and local job. Congress should not pass the responsibility to the states, meanwhile letting the schools deteriorate.

Federal aid will be more than just financial help. It will be an incentive for the states to develop standards for salaries and certification. A few salary standards set up by congress as a requisite for obtaining federal aid will do no harm and will certainly not mean federal control. Imagine the crazy-quilt of our national highways if the federal government had not guided the states in helping to route them. States and communities have had control of the schools up to now without too great success. Surely no one can say the addition of federal funds could make them worse!

Next to low salaries and slow promotions, the lack of job security is obviously the major cause of the teacher shortage. Only a few states now have adequate tenure laws, giving their teachers job security. The ideal law for this purpose is one enabling a teacher

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How to Pass a Bill

Essential Procedures in Successful Teacher Legislation

By John Ligtenberg*

THE most important law making body in the daily lives of the people is the state legislature. Because it deals with private and local affairs and the intimate details of family, social and business life, the state legislature is far more important to most of us than the national Congress.

For anyone interested in legislative work in the field of education and teachers' welfare, nothing is more important than to know how such a legislature operates. The legislature must be understood as a social institution that acts not only within a frame of constitutions, statutes and rules, but also according to many unwritten customs and practices. It is influenced in a direct and immediate sense by the many organized and unorganized community groups within the state, the political climate of the community, and the party system itself.

The procedures in each state vary in accordance with local customs, laws and constitutions. In their broad outlines they operate in much the same way, but the details vary greatly. It is often an understanding of the details that makes the difference between successful operation of a legislative program and failure.

A knowledge of the state constitution, the statutes adopted by the legislature to guide the process of making laws, and the rules adopted by each house of the legislature for the conduct of its affairs should be understood by the legislative representative of the teachers organization.

In practical effect it is even more

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MR. LIGTENBERG

necessary to understand the various party and intra-party alignments. The pressure groups that operate in the lobbies and corridors, the committee chairmen and other officers of the legislature all play a vital part.

Support Necessary: No bill should ever be submitted to the legislature unless some support is first obtained for it. This support may be of several different kinds. In the case of legislation desired by a teachers' union, it may be necessary to decide whether other teachers' organizations would

favor it. If so, it may be a question whether their support should be sought beforehand or whether they should be left alone to determine their attitude at a later date.

In most such instances the support of the labor organizations affiliated with the teachers union should also be secured. If there are other groups in the community whose attitude toward the teaching force and the issues involved in the proposed legislation is favorable, their support should be sought also. That usually means that both branches of organized labor can be counted upon. Other groups such as P.T.A., women's clubs, civic organizations in general, taxpayer's organizations and chambers of commerce may have a common interest, or they may be opposed.

An example may be helpful: A number of years ago a board of education in a large city felt that the state aid it was receiving was inadequate. Under its leadership a civic advisory committee was formed. To this committee were invited representatives of the A.F. of L., the CIO, all of the teachers' organizations in the school system, P.T.A., women's clubs, League of Women Voters, Association of Commerce, manufacturers association, and others. By this means a meeting of the minds of a full cross section of the professional, business and educational life of the community was achieved. We need hardly add that a large measure of success was gained in the face of a state administration reluctant to increase taxes for educational purposes.

Support on such a broad scale can hardly ever be hoped for, but it is ad-

visible to work on as broad a scale as possible.

Drafting the Bill: The bill embodying the proposed measure should be drawn and studied by an attorney for the union who has an understanding of the process of legislation. It should be considered very carefully to meet possible objections from whatever source and to see that it does not contain language which could backfire.

This means that the bill must be considered in the framework of existing legislation. Possible constitutional objections must be overcome or avoided. If the proposed bill conflicts with existing legislation such conflicts must be removed or the bill so drawn as to repeal or amend the conflicting provisions.

It is necessary to consider against this background whether the bill will accomplish the purpose intended. The law books are full of decisions by reviewing courts holding that acts of the legislature did not mean what its sponsors thought it did, or holding them unconstitutional for any of a variety of reasons. Often these objections could have been met in advance.

When the bill is in satisfactory shape it must be placed in the form required with proper headings and introductions. It is very important that the title conform to local requirements. Many times laws have been held unconstitutional simply because the title was defective.

Importance of Sponsors: Since no bill can actually be introduced in the legislature by anyone except a member of that body, it is necessary to secure the support of at least one member of the legislature before it is filed. In selecting a sponsoring member of the legislature it is usually highly desirable to obtain the support of one belonging to the dominant party.

Sometimes it is desirable that a bill be introduced by more than one member and not infrequently there are a large number of sponsors from both of the major parties. These members are then known as the sponsors of the bill. This is done in various ways but usually by having the legislator endorse his name on the bill. It is then introduced in the legislature by one of the sponsors. Not infrequently it is desirable to have identical bills introduced in both houses.

From this point on the precise details of how a bill is handled will vary widely from one state to another. It is possible, however, to discuss the process in broad outlines with the

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Two Referenda To The Membership

Two propositions are being submitted to referendum of the membership of the *American Federation of Teachers*, since each was petitioned, as constitutionally required, by more than 10 locals having an aggregate of not less than 10 per cent of the membership in good standing.

PROPOSITION 1

Kuenzli Reinstatement

One, petitioned for by 34 locals having 4,672 members, submits the following:

That the Executive council of the American Federation of Teachers be directed to reinstate Irvin R. Kuenzli as secretary-treasurer of the American Federation of Teachers with all duties, responsibilities, rights, and privileges pertaining to the office of secretary-treasurer immediately upon the passage of this proposition by referendum vote, and that the Executive council be further directed to conduct a fair and just hearing in relation to the accusations made against Mr. Kuenzli by the majority group of the previous Executive council which held office during the 1953-54 fiscal year.

PROPOSITION 2

Limiting Referenda

The other, petitioned for by 11 locals having 4,726 members submits the following constitutional amendment under the provisions of Article XII of the constitution of the *American Federation of Teachers*:

SECTION 1. That Article XII, Section 1, of the constitution be amended by adding the following: "Provided that actions taken by the Executive council under au-

thority of Article IX concerning:

"A. Actions of the convention involving expenditure of funds,

"B. The employment, nonre-employment, or dismissal of the secretary-treasurer, organizers, office employees, and other general employees;

"C. The power to interpret and enforce the constitution and to make rules and bylaws not in conflict with the constitution subject to report to succeeding convention for approval, rejection, or modification;

"D. The power to appoint committees not inconsistent with the constitution;

"E. The time and place for the meetings of the Executive council and the expenses involved therein;

"F. The power to fill vacancies on the Executive council, and

"G. The power to investigate locals, shall not be the subject of referendum;

"And further provided that action taken by the convention under authority of the bylaws Article VI, governing nominations and election procedures shall not be subject of referendum."

SECTION 2. That Article IX, Section 2, of the constitution be amended by changing the last period to a comma and inserting the following phrase, "subject to the limitations set forth in Article XIII entitled 'referenda'."

Presidents of all locals have been notified of the call for the referenda. The notices were accompanied by referenda instructions.

Ballots will be sent on Feb. 14, 1955 to all locals in good standing as of Feb. 1, 1955.

Ballots must be voted, tally sheet signed, and returned postmarked on or before midnight, April 15, to be eligible for count.

The Executive council directed that a *Referenda Bulletin* quoting both the proponents and opponents of each proposition be sent to all members on Feb. 10.

Statements favoring reinstatement of Mr. Kuenzli for publication in the *Referenda Bulletin* were to be sent by Jan. 15 to William P. Swan, 2358 Vermont St., Gary, Ind., or Edward F. Jerrow, 2031 E. 96th St., Cleveland 6, O., and those against his reinstatement to Herrick S. Roth, 360 Acoma, Room 108, Denver 10, Colo., or Cecile S. Oliver, 2526 N.E. Thirteenth Ave., Portland 12, Ore., by the same date.

Statements for or against the constitutional amendment to be voted on were to be sent by Jan. 15 to the American Federation of Teachers, 28 E. Jackson Blvd., Chicago 4, Ill.; attention Carl J. Megel, president.

The Editorial Advisory Committee was named to approve information to be released in the *Referenda Bulletin*. This committee is comprised of James L. Fitzpatrick of Milwaukee, chairman; Turner H. Trimble of Chicago, and Mr. Megel.

TIGHTER DISCIPLINARY POLICY NECESSARY FOR BETTER EDUCATION

A. F. OF T. SURVEY SHOWS ADMINISTRATORS DODGE THE ISSUE WHILE LIMITING TEACHERS' AUTHORITY

By Charles E. Boyer*

SCHOOL discipline is like the weather—everybody talks about it, but nobody does much about it. School administrators and modern theorists have sold teachers a bill of goods that good teaching solves all discipline problems.

There are two schools of thought on the matter of school discipline. One holds that good discipline is exclusively the by-product of good teaching, while the more practical school believes that good teaching results from good discipline. School administrators generally hold to the theory that discipline problems cease to exist if teachers will do a good job of teaching. This, of course, simplifies their responsibilities.

The A.F. of T.'s research department and committee on working conditions sent out two questionnaires to test some of these theories. One went to all state departments of education; the other to presidents of all A.F. of T. locals.

The one sent to the states asked questions about state school code provisions on discipline, state laws on corporal punishment, state laws on expulsion and suspension of pupils, and whether the states recognized the teacher as being *in loco parentis*—"in the place of the parent," to the pupil.

Those sent to the locals asked the same questions and others mostly concerned with discipline on the school and local administrative level. It sought

*Chairman of the Salary and Working Conditions committee of the American Federation of Teachers.



MR. BOYER

to find out, among other things, whether there actually *was* any disciplinary policy at the local level, whether principals and administrators supported teachers on discipline, and whether teachers felt that discipline generally should be tightened up.

We hold that discipline precedes teaching and this is borne out by the fact that 90% of the locals expressed the opinion that there should be a general tightening up of discipline to improve instruction.

State laws in 41 of the 48 states reporting have little to say about discipline. A third of the state laws are

silent on the matter. Those references which do appear are concerned mostly with procedures for suspension and corporal punishment.

Little is said in the laws about who is responsible for discipline. About a dozen states hold the teachers responsible, while a few give teachers the right of suspension, subject to a review by the school board. One local in one of these states reported, "It would be interesting to observe the administrative gymnastics which would result from a practical application of these sections."

In the matter of corporal punishment, only New Jersey has an outright prohibition, while four states have some limitations. In these states the limitations are that corporal punishment must be administered either by the principal, or with his permission or in the presence of the principal.

Several states by specific law authorize teachers to use corporal punishment. All others give the same authority by indirect reference or under the common law. Under the common law the teacher's relation to his pupils is *in loco parentis*. The survey shows that in 90% of the states, *in loco parentis* is legally recognized, but the survey also shows that teachers in two-thirds of the schools have been deprived of their legal rights by rules of the board or administrative directive. In the same manner 60% have been deprived of their legal right to use physical restraint.

These limitations on the authority of

the teacher have been imposed by the board's alleged power to make rules and regulations except in one state where the board is given such specific authority.

The following are some of the pertinent rights of teachers under the common law as outlined by the American Law Institute:

1) *To be lawful the punishment must be for the purpose of proper training or education, or for the preservation of discipline.*

2) *The teacher is privileged to use punishment only so far as it is necessary for the education or training committed to the teacher.*

3) *A public school teacher may punish a child as reasonably as necessary for the proper education or training of the pupil, notwithstanding the parent's prohibition or wishes.*

4) *A teacher may punish a child when such punishment is reasonably necessary to secure observance of discipline necessary for the education and training of the class as a group.*

There you have it: Authority to discipline for the sake of the child and for the good of the group.

The foregoing is not intended as a plea for a return of the whipping post, but there is a guiding principal in law that when a right is taken away, there must be adequate compensation for that right.

Since administration has taken away the only legal right possessed by the teacher, we believe that administration should be required to shoulder the responsibility for discipline in the same manner as it is held accountable for other phases of the management of the schools. That discipline should be singled out as the one exception in the field of management to be passed on to the teachers as their responsibility, cannot be justified.

According to the survey 70% of the locals indicated that administration and the board are not committed to support teachers in disciplinary matters. We are of the opinion that since top administration supports principals, right or wrong, in principal-teacher relations, a little of that philosophy should trickle down to the teacher-pupil relations.

In 55% of the schools no responsibility for discipline has been definitely fixed. In other words these schools are muddling through as best they can. In only 40% is the principal held officially responsible for discipline. A large percentage of these principals are reported as cooperating, but in 50% the teachers are not satisfied with the way they handle discipline.

On the question whether there is a

stigma attached for teachers to request help in discipline, 71% reported there was none, but this percentage does not tell the whole story, since many checked both "yes" and "no" with notes to indicate that it varied from school to school.

A significant number have indicated that the juvenile courts and suspension are used as disciplinary devices, although several states indicated that suspension was prohibited or limited by law.

In direct contravention to one modern theory that only psychological methods of discipline should prevail, 55% still believe that punishment is an essential disciplinary device and is employed by administration in about the same percentage of cases.

While the use of physical restraint or perhaps mere possession of the right is considered by some teachers as unprofessional, we believe there will be an about face whether we like it or not.

Recently Ernie Hill, foreign correspondent for the *Chicago Daily News*, wrote in part:

"British authorities are watching the upsurge of juvenile delinquency in the United States with considerable anxiety. School people . . . are convinced . . . that the two most important causes for this outbreak are lack of discipline in American schools and coddling of children by teachers and parents. British educators who have observed modern American schools . . . are shocked at the lack of discipline in classrooms."

Aside from the fact that instruction suffers under present conditions of discipline, teacher health is a factor to be considered. The office pressure on the teacher to maintain discipline with little effective cooperation and with the innuendo that the teacher is inefficient, is taking its toll in neurosis and lowered morale among teachers, and perhaps is one of the factors in the present teacher shortage.

Finally, is school administration contributing to the delinquency of many pupils, while trying to save the few trouble makers in regular classes? Most jurisdictions either by state law or legal implication can, and some do, set up discipline schools. Perhaps more forthright measures along this line would improve the quality of learning and the mental and physical health of teachers everywhere.

The educational literature is generally silent on discipline, but it is refreshing to note that M. L. Brooks, state superintendent of public instruction of Arizona, is writing a doctoral dissertation on the "Role of a School

Administrator in Developing Proper School Discipline."

Were we not to recommend a positive solution, there would be little excuse for this survey. The discipline policy adopted by the 1954 national A.F. of T. convention was approved by nearly 100% of the locals reporting.

The policy calls for a concrete board rule specifying that:

1) *The principal shall be responsible for the discipline of the school.*

2) *The teacher's relation to the pupils shall be in loco parentis subject to any state laws.*

3) *The board of education and the administrative personnel shall support principals and teachers in situations arising out of disciplinary measures.*

4) *No stigma shall be attached to the reporting of a pupil to the principal or requesting help from the principal.*

Detroit has for a decade had such a policy and is now negotiating with the board to put more teeth in the policy to make it still more effective.

Galesburg Grows

With only seven members and little prospects for the future, the *Galesburg (Ill.) Federation of Teachers, Local 498* was about to give up the ghost as recently as November.

But a final meeting, called for the funeral, decided on a final resolution to make one last, all-out try for membership.

The local first contacted the faculty of the Senior high school and asked them: "If 50 per cent of the staff join the federation, will you?" Sixty-seven per cent replied "yes."

The local then began circulating its newsletter to all 200 members of the school system telling of its plans and progress. Next it contacted the Junior high school in the same manner as it had the Senior. A majority there voted "yes."

Later the salary committee was taken over by federation members and—most important—for the first time in 20 years the federation won the support of the superintendent of schools, who told it: "We need each other. I know the good the federation can do."

Local 498, of which George Eacott is president, is now trying for 100 per cent membership.



Mr. Eacott



**Second Chapter in a Classroom Teacher
Symposium on the Growing Problem
of Unruly Students**

Discipline or DISORDER

Richard J. Brett*
Moderator

THE problem of student discipline continues to reach headline status throughout the United States. Parents and teachers are giving the matter increasing attention, since it offers a real challenge to those who assist tomorrow's citizens in adapting themselves to today's complex society.

In last month's *American Teacher* newspaper statistics from recent Gallup polls showed that a large majority of parents believes that school discipline should be more strict. This same issue pointed out similar problems of the unruly student which are being faced in Scotland.

A.F. of T. leaders in metropolitan areas were asked to participate in a symposium and offer specific suggestions for meeting the causes of student disorder.

The first discussion by teachers in New York City, Los Angeles, Cleve-

*Chairman, Professional Standards Committee, Illinois State Federation of Teachers.

land and Philadelphia appeared in the December issue of *The American Teacher Magazine*. Now, in this issue classroom teachers' leaders in Milwaukee, St. Paul, San Francisco and Chicago continue the discussion. The moderator of this symposium welcomes suggestions from other teachers for the concluding summary in the April *American Teacher Magazine*.

By James L. Fitzpatrick, vice-president of the American Federation of Teachers and president of the Milwaukee Teachers Union, Local 252: Rowdiness among high school students has not become so pronounced in Milwaukee that we have had to call off night football games. Cooperation of school authorities, the inter-high school student council, special "ushers," and the police department, has kept disturbances at a minimum. Last year there was no untoward incident.

For the better control of increasing vandalism, the *Milwaukee Teachers*

Union in 1953 voted to support a bill in the Wisconsin Legislature to make parents liable for damages, to the amount of \$200, perpetrated by their children. The law failed of passage, but the *Wisconsin Federation of Teachers* voted support for such a measure at its 1953 convention, and may urge its reintroduction in the 1955 session.

Teachers locally need have no fear from arrogant and unruly students. But there is definitely the problem of the retarded pupil, the slow learner, and the lazy pupil in our junior and senior high schools.

Superintendent Harold S. Vincent recognizes the fact that we have a certain number of boys and girls for whom the schools can do little, because they are just allergic to school. They resist attendance and they resist school work. There is also the problem of non-verbal students in the regular junior and senior high schools.

Obviously there is one thing that could be done to get some of these students out of the classes they hinder and disrupt, if school boards would spend the additional money, or had the additional money to do it. A partial solution would be to provide special classes and general shops, in which teachers could have a small number of pupils, who could be given more in-



Mr. Brett



Mr. Fitzpatrick

dividual attention, and who could work pretty much as they pleased.

Failing that, we might turn to the vocational schools. Last spring the proposal was made at a meeting of the Milwaukee Teachers Union that its committee on professional education investigate the possibility of lowering the age of admission to the vocation schools from 16 to 14, to take care of slow learners, non-verbals, and others who do not seem to fit into the regular junior high school.

Recently Mrs. Elizabeth K. Holmes, a school board member who is also a member of A.F. of T., Local 253 at the University of Wisconsin in Milwaukee, introduced a resolution in the Milwaukee board of school directors to seek legislation to open the vocational school to 14-year-old pupils.

The Milwaukee Vocational School, and perhaps others in the state, have the facilities, the funds, and the staffs to handle special classes of this type. This would seem to be a real service the vocational schools could perform, and it would be entirely in accord with the original purpose of the "continuation" schools in Wisconsin.

This would relieve the regular junior and senior high schools of many of the lazy and "goldbricking" students, as well as those who are not fitted mentally and temperamentally for the program of the regular public schools.

The public high schools could then do a much more satisfactory job, standards of competence could be maintained, and the high school diploma would have validity for business and industry as well as for institutions of higher learning.

By Lyle Farmer, president, St. Paul Federation of Men Teachers, Local 43: I asked our membership to give me their reactions to the question. The consensus of opinion of most of the men that I contacted was that the problem is not acute in St. Paul. There are of course cases of students who present problems in discipline, and those who refuse to do classwork, but they seemed to be a small minority. One of our members handed me a paragraph in what he felt were the underlying reasons for the problem.



Mr. Farmer

Our modern philosophy of education—"Education For All American Youth"—has spawned most of our so-called disci-

plinary problems. We are today making a sincere effort to increase our holding power by passing 100% of our students. Many students are now remaining in school who in years past would have quit, or would have been dropped for low scholarship.

Such students present a terrific challenge to every teacher particularly when class loads are too large. Every teacher must be a master teacher in every sense—organizer, motivator, administrator, and disciplinarian to combat "goldbricking and unruly students."

St. Paul is pursuing a policy of keeping the students in school as long as possible, and it is a difficult task to try and meet the needs of large classes with such a wide range of interests and abilities.

By Arthur R. Stewart, president, San Francisco, Cal., Federation of Teachers, Local 61: Under "School Discipline Up For Discussion" last spring the newspapers announced that the Public Education Society of San Francisco would air the issue of discipline in modern schools at a public meeting. The reason for this meeting was a suggestion made by a board of education member in October, 1953, that:

1. Special classes be set up for pupils who are disciplinary problems;
2. Junior and senior high school boys only to be eligible;
3. Classes be on a city-wide basis;
4. School day to be one hour longer than the regular school day;
5. Instructors to be males, experienced in handling problem children;
6. Assignment of boys to be by the superintendent of schools on written recommendation of principals, and
7. Assignment to these classes to be time off not to be counted towards graduation requirements.

Recently Superior Judge Milton Sapiro of San Francisco stated: "The younger generation no longer respects its elders; it tyrannizes its teachers; fails to rise when older people enter the room; and has atrocious manners." The Judge was quoting words of Socrates spoken about 2500 years ago.

It would seem that we have a new problem facing us—and yet, turn the pages of history, or for that matter



Mr. Stewart

turn the pages of our own lives, and we find that youth has always been a problem. "Whose problem?" one must ask.

In a world which is changing its social structure and organization almost daily surely youth wonders what the adult world requires of them. Perhaps we adults, and especially we teachers, need to face youth with an understanding—at their level—of the problems involved in growing up in this "one world?" society of ours.

I would like to tell you about the John A. O'Connell vocational high school and Technical Institute in San Francisco. There are no counselors. This job has been turned back to the classroom teacher. Fortunately for this school the teachers have their students three hours daily.

Each teacher has the responsibility for becoming friend, teacher, and counselor to his students. He is also responsible for knowing and cooperating with the parents of his students. In the first semester of operation discipline problems were reduced by one half and they have been decreasing every semester since. Oh, yes, let me hasten to add here—the case load is about 30 to 35 students per teacher.

To sum it up: here on the newspaper and public meeting level is a lot of talk and to date nothing has been accomplished in any real constructive way. The last example is what an interested administrator, a dedicated staff, and responsive students and parents can do when they work together towards a common goal. Certainly, this is only one school—but it could happen in others.

By Robert A. Adams, assistant to the president, Chicago Teachers Union, Local 1: Students who will not work hard to get a school diploma stand outside the formal educational process, have never felt involved in it, and they are in this position because their families, peer groups, and their particular segments of the larger American society do not value the formal educational process and its symbol, the diploma.

Quite generally, parents of such students are themselves indifferent to education (like their children) for reasons that run from ignorance, through sheer neglect, to spending



Mr. Adams

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Union Teacher Talk



THE New York City Teachers Guild, Local 2, is heading a group of organizations and prominent individuals that are organizing a testimonial luncheon for Dr. Abraham Lefkowitz, veteran teacher, and long-time legislative chairman of the *Empire State Federation of Teachers*, upon his retirement at age 70 this year. The affair will be held on May 21 in the Hotel Astor, New York City. Sponsors include A. F. of T. President Carl J. Megel, Democratic Senator Herbert Lehman, and Dr. William Jansen, superintendent of New York City schools.



Mr. Lefkowitz

Megel said in announcing his sponsorship of the luncheon: "The Ameri-

can Federation of Teachers owes a debt of gratitude to Dr. Lefkowitz for his loyal and effective service to the teachers of America. He has brought distinction and honor to our organization."

Mina Weisenberg, assistant treasurer of Local 2, is chairman of the Guild's committee on the luncheon. Charles Cogen is president of the local.

THE Colorado Federation of Teachers has a five-point program in this year's state legislature. The program leads off with a proposal to divide the state into 65 county unit school systems. It also backs a formula for raising teachers' salaries which includes a proposed state subsidy for the increases.

It calls the legislature's attention also to additional sources of revenue which it says can add \$25 million to the state treasury in the next two years.

One of the sources is a proposed tax on profitable oil and mining operations in the state.

The Federation also seeks a constitutional convention to revise the state's constitution, collective bargaining rights for teachers and other public employees, revision of school election laws, and integration of retirement plans with Social Security.

THE Alaska Federation of Labor swung behind the two teachers' federations in the far northern territory by adopting two resolutions, one of which supports the teachers' legislative program; the other pledging the A.F. of L. and Central Labor Councils to "promote organization of federations of teachers throughout the territory of Alaska."

Coordinating teacher efforts on behalf of a legislative program that includes demands for higher salary increments, improved retirement plans, and protection of teachers' rights to fair hearings, are the *Anchorage Federation of Teachers, Local 1175*, and the *Ketchikan Teachers Union, Local 868*.

The teachers' unions have a friendly legislature to work with. The Democrats won the last election in a landslide after adopting the teachers' program as a part of their platform.

AN antiquated and cumbersome "pro-rata" law which hinders school financing and appropriations was attacked in a four-page bulletin by the *Lynn Teachers Union, Local 1037*, as:

"An impractical law requiring too much amendment";
Having "ceased to be a pro-rata law" since 1937;
Concentrating too much power in the hands of the mayor who, con-

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sequently, has more school power than any other mayor in Massachusetts;

Destructive of the unit responsibility of the local school committee, and

Weakening the school committee to the status of a "rubber stamp."

For these reasons the local, of which Rose Claffey is president, asks the Massachusetts General Court (legislature) to repeal the law. The local circulated 10,000 copies of the bulletin in Lynn.



AN educator writing in the *High School Journal*, published by the University of North Carolina, Chapel Hill, says, "If our beginning teachers could see a reasonable guarantee of \$5,000 salaries within a year or two after their graduation . . . we would no longer have to ask, 'What becomes of the people whom we prepare for teaching?'"



AWAVE of pilfering from school lockers has aggravated the disciplinary situation in the Detroit schools as described in the January *American Teacher* newspaper, and has prompted the *Detroit Federation of Teachers, Local 231*, to ask that a police officer from Detroit's youth bureau be stationed in each high school.

Following the example of the New York and Chicago teachers' locals, Mrs. Mary E. Kastead, executive secretary of Local 231, recently asked the Detroit school board to ask for policemen in the high schools.

Mrs. Kastead told the board that the mere presence of a policeman in a school should deter delinquency and vandalism.

She also asked that the board set up better procedures on the handling of reports on school accidents and misdemeanors. She said many of these never get beyond the principal of the school concerned, thus keeping administration in the dark about them.

Mrs. Kastead also sought teacher representation on committees set up by the board to study amendments and clarification of Detroit's 1948 discipline policy, which also was described in the January *American Teacher*.



THE *Denver Post* which joined the *Colorado Federation of Teachers* in a fight against teacher firings on anonymous charges and hearsay "evidence," as related in the December *American Teacher* magazine by Her-



A new Local comes into being: Bernard McDonnell, acting secretary, received A.F. of T. charter for the New Haven (Conn.) Federation of Administrative Personnel, Local 1227, from Mrs. Frances Elmendorf, president of the Connecticut State Federation of Teachers. Mrs. Ruth Leighton, executive secretary, New Haven Federation of Teachers, Local 933, looks on.

rick S. Roth, has issued a booklet, *Faceless Informers and Our Schools*, containing a series of articles published by the *Post* on the subject.

The articles were written by Lawrence H. Martin, the *Post's* associate editor, and cover also cases similar to those in Colorado over the country. Copies of the booklet have been sent to all A.F. of T. state and local presidents, and additional copies may be purchased from *The Denver Post* for 25 cents each.



THE *Bulletin of the Minneapolis Federation of Men Teachers, Local 238*, recently fired an "extra special twenty-one gun salute" to honor some of its members.

They were 87 new men teachers recruited into the local recently from a total of 39 of the Minnesota city's schools.

Robert Larson, vocational chairman of the local's membership committee, said he "is overjoyed at the ability of the new men to pick the right Minneapolis teachers' organization."



THE *California Federation of Teachers* has a new, full-time, paid executive secretary who is a Phi Beta Kappa graduate of the University of California.

He is Henry Clarke, who played on the University of California Rose Bowl football team of 1948, and who was unanimously elected to executive-secretary office by the executive council of the state federation. He is described by the *California Teacher*, publication of

the federation, as "young, single, aggressive, and optimistic."



TEACHERS who wish to spend the summer in camping activities with the Girl Scouts are invited to call their local Girl Scout council if they wish positions near home. If they wish to be referred elsewhere for camping jobs they are invited to write: Miss Fanchon Hamilton, Personnel Department, Girl Scouts of the U.S.A., at 155 E. 44th St., New York 17, N. Y.

Positions as camp directors, assistant directors, unit leaders, waterfront directors, program consultants, food supervisors, health supervisors and others, are open to teachers who qualify on the basis of age, experience, et cetera, according to an announcement from the Girl Scout organization.



FROM Scotland to Hawaii; from Spain to Austria and from Germany to Paris—that's some of the real estate covered by A.F. of T. members on a variety of teacher educational programs ranging from Ford Foundation fellowships to Fulbright grants.

Helen Crandall of the *Duluth (Minn.) Teachers Association, Local 692*, is teaching in Edinburgh, Scotland; Dorothy Duhon, of *Boulder (Colo.) Federation of Teachers, Local 898*, has a grant to visit schools in this country and Hawaii.

Dr. Ernest Stowell is in Spain studying the psychology of the structure of the Spanish language. He is on leave from Wisconsin State College where he is a member of Local 917.

Alfred Krumsiek, of the *Granite City (Ill.) Community Federation of Teachers, Local 743*, is teaching in Ansbach, Germany, and Bruce Clere, of the *Portland (Ore.) Teachers Union, Local 111*, is holding forth in Regensburg, Germany on a Ford Foundation grant.

In Austria, Charlotte Hirschner, of the *Amesbury (Mass.) Classroom Teachers Association, Local 1033*, is teaching on a Fulbright scholarship, and Betty Smith, of the *Superior (Wis.) Federation of Teachers, Local 202*, is teaching in that country also.

Dr. John J. Santosuosso, of the *Boston Teachers Union, Local 66*, studied this summer at the Sorbonne in Paris, and Donald McIntosh, of the *Denver Federation of Teachers, Local 858*, recently returned from teaching in England and studying at Oxford University.

YOUR magazine, *The American Teacher*, will achieve prominence in Italy due to the incorporation of an article which appeared in the November, 1951 issue, in a pamphlet for distribution by *Radio Television Italiana*, in cooperation with the United States Information Service in Rome.

The article, "William H. Kilpatrick—Pioneer in Education In and For Democracy," was written by John L. Childs, noted educator at Columbia University Teachers College and member of the *New York Teachers Guild, Local 2*. It concerned the life and work of the great progressive educator.

It will appear in a special series known as "Quaderni della Radio Italiana," which is devoted to the study of various fields of American culture as illustrated by American authors and publishers.

PETITIONS signed by 85 percent of Chicago's high school teachers for shorter hour days have been presented to the superintendent of schools by John M. Fewkes, president of the *Chicago Teachers Union, Local 1*.

High school teachers now work a seven or seven and one-half hour day, and they want to shorten this to the 6 hours and 45 minutes of the elementary teachers.

DO greater expenditures for school plant operation benefit the child as much as satisfied, well-adjusted teachers?, asks the *Berkeley, (Calif.) Federation of Teachers, Local 1078*, in its newsletter after noting the percent of total school budget going to salaries there dropped from 71 per cent in 1934 to 64 per cent last year.

Citing a percentage of budget increase for plant of from 8.7 to 12.4, in the same period, the newsletter says, "We feel that a teacher whose economic status is on a par with comparable professions in the community would benefit the child much more. Why should it be the teacher's burden to forego a just salary so that plant operation can be improved?"

THE Minneapolis Federation of Men Teachers, Local 238, made it permanent when they elected acting



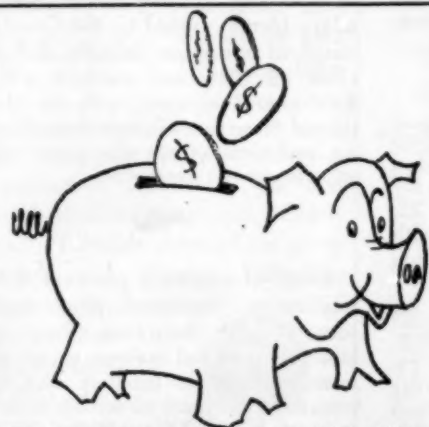
Mr. Lobdell

president Charles J. Lobdell to that post in their election of officers recently. Lobdell, a social studies teacher and audio-visual education director at Roosevelt high in the Minnesota city, had been acting president of the local since the resignation of Harold Hurd. A

teacher for 18 years, Lobdell also coached hockey at Roosevelt until last year and also coached teams in other sports. He is a vice-president of the Minnesota Federation of Teachers and of the state's legislative committee.

THE Washington, D.C., Teachers Union, Local 6, heard a state department representative answer questions on Teacher Exchange programs and also heard from teachers here on exchange and others who have taught in foreign countries.

Dr. Ruth McMurtry, of the state department, and teachers who have been on exchange in Japan, Haiti, England, Spain and Austria were guests at the annual luncheon of Local 6. Mrs. Mary C. Buckner was in charge of the luncheon arrangements committee.



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TWO Democratic governors—Averell Harriman of New York, and G. Mennen Williams of Michigan, have called for expanded federal support for school construction, road building and housing in the states. They said such federal support would halt the trend of industries moving to areas where low state taxes prevail.

Harriman and Williams both agreed that education is "a national concern and that the federal government should provide construction grants for schools."

THREE Chicago labor unions—including the *Chicago Teachers Union, Local 1*, are cooperating in a campaign to curb the rampant vandalism in the city's schools. John M. Fewkes, Local 1 president, called for an "adequate program of recreation" to cut down vandalism.

John Masse, president of Building

Service Local 46, which includes school janitors, and John O'Keefe, president of School Engineers Local 143, pledged co-operative efforts on the problem and Thomas J. Haggerty, secretary-treasurer of Milk Wagon Drivers Local 753, and a labor member of the Chicago board of education, called for more school watchmen to be employed on a year-round basis, as well as more lighting around school buildings.

Here's an odd one.

The Detroit Federation of Teachers, Local 231, has been forced recently to begin work on a policy to cope with the questioning of teachers by police officers during school hours.

Antonia Kolar, local president, writes in an editorial in the union's newspaper, *The Detroit Teacher*, that the administration has no set policy on the question. Teachers have recently been called from duties for questioning by policemen, principally on "loyalty questions."

Miss Kolar writes that, "While this procedure disrupts the school program, the greater harm is done in the embarrassment of the teacher."

THE San Francisco (Calif.) Federation of Teachers, Local 61, is intensifying its drive to become a majority local. President Arthur Stewart in an appeal to the city's teachers to join the A.F. of T. says "a constructive professional program which meets the needs of teachers, and through them the students, deserves effective support."

The local's program calls for a reduction of teacher load, hiring of new teachers, a just salary schedule, pay for overtime work and extra classes, academic freedom for teachers and the right to teach and learn all sides of controversial issues.

It also calls for better student and teacher welfare, community relations, extension of the community of interests between teachers and organized labor, and improved school government made possible by a politics-free school board on which teachers should be represented.

THE Empire State (New York) Federation of Teachers in a recent news bulletin circulated to all its locals urged strongly that all should participate in legislative affairs. "We expect the president and the legislative chairman of each local to map and initiate

a local program for legislation," the bulletin said.

The sheet also told teachers who work in summer schools, adult education programs, evening schools or do part-time teaching that they have the right to make contributions to the state's retirement system from their pay. This right had not been clearly known to many New York teachers.

THE "Wives Invited" sign is out at all meetings of the Milwaukee Teachers College Federation, Local 79, from now on after a member asked Gordon Shipman, local president, if he could bring his wife to a meeting as she didn't like "to eat alone." Shipman said he could, and now the local invites all members' wives to come to the meetings, "visit and have supper with us, and to take an active interest in the local's program."



Mr. Shipman

Local 79 is also optimistic over enrolling the faculties of other Wisconsin state colleges in the A.F. of T. They recently received inquiries from similar institutions at Oshkosh, Superior and LaCrosse, where there are elementary school but no college locals.

This is in line with a suggestion by President Carl Megel that efforts to organize college faculties should be stepped up for their own good and because they can make "tremendous contributions" to American education.

THE New York City Teachers Guild, Local 2, plans to send a mass delegation of 400 teachers to the state capital at Albany on Feb. 22, Washington's birthday, to meet with legislators and press for legislation benefiting teachers and the schools.

Mayor Robert F. Wagner and the superintendent of schools besides members of the board of education are expected at the Guild's annual Spring Conference to be held in the Hotel Roosevelt on March 5, when the Guild's annual John Dewey Award will be presented to Professors George S. Counts and John L. Childs, both of Columbia University's teachers college. Prof. Counts was president of the A.F. of T. from 1939 to 1942.

Local 2 is also quizzing its members, teaching in the city's junior high schools, on their working conditions.

It is asking via questionnaire: What

subjects members are teaching, their average daily pupil load, how many unassigned periods they have every week, what after-school and extra-curricular activities they engage in, and a host of other questions aimed at getting the answers to school working problems.

A total of 31 A.F. of T. locals have reported making their membership quotas. The following 15 are in addition to the 16 previously listed in The American Teacher publications:

Las Animas County, Colo., Federation of Teachers, Local 1015; Kankakee, Ill., Federation, Local 886; Calumet Township, Ind., Local 662; and Elwood, Ind., Local 685.

Also, in Michigan, Grand Rapids Federation, Local 256; Dearborn, Local 681; East Detroit, Local 698; Melvindale, Local 1051; and Wyandotte, Local 1124.

Others going over the top: Lake County, Minn., Federation, Local 737; Binghamton, N.Y., Local 1218; Dayton, Local 921, and Oregon Township, Ohio, Local 1080.

Also, Huron, S.D., Association, Local 273; and Superior, Wis., Local 202.

CLEVELAND (Ohio) Teachers Union, Local 279, members were to start taking home fatter paychecks on February 11. The checks reflect a salary increase voted by the Cleveland board of education recently and provides all Cleveland teachers with a \$300 annual increase, with the exception of those in their first year of service, and some others who got a salary adjustment last September.

Board of education payment of hospitalization insurance plus medical surgical plan insurance, three days leave for personal reasons, extra increment payment to teachers who have completed 15 years of service in order to reach the \$7,000 maximum (\$7,300 for those with 16 years service) and retroactive pay to substitutes for the February-June 1954 term, were some of the preliminary requests from its local board of education by the Newark (N.J.) Teachers Union, Local 481.

A new system will begin next September in Newark when substitute teachers will be allowed social security coverage for the quarters in which they

work, the union was told after it asked for such coverage.

More Teachers

From Page 8

after two or three years of probation to go under tenure, to be discharged only for proven reasons at public hearing.

Seventy-five percent of the teachers of the country are not under tenure of any kind. This means they can be re-

moved at any time without recourse. Tenure established by board of education regulation is unsatisfactory because it can be abolished as it was created—by board action. In the tenureless states, teachers' contracts are renewable from year to year, and the renewal time has come to be known as the "open season on teachers."

Tenure bills have been introduced in the majority of state legislatures. You can increase the teacher supply in your state greatly, Mr. Legislator, by (a) first making sure its provisions are clear and adequate, and (b) if it is, working to pass it. If the bill pending is inadequate, or none has been introduced, then help your children toward a good education. Introduce and back a good one.

Next to lack of tenure, certification laws (as they now exist) do most to confuse a teacher's life. They differ in nearly every state, and one state is said to issue 23 different kinds of certificates, but none of them good for more than four or five years.

Physicians receive a license enabling them to practice for life, after they fulfill educational requirements and successfully pass state examinations. So do dentists, osteopaths, chiropractors, naturopaths and accountants in most states. Similar lifetime certification of teachers is another pre-requisite to the stabilization of the profession.

The adequate financing of teachers salaries is a combined responsibility of congress, state legislatures and local school boards. Tenure and certification are responsibilities of the state legislatures. Another coming under legislatures this year is the enactment of enabling laws for social security for teachers if they want it.

Now, let's get down to local levels—to what school boards and citizens must do if they want more teachers. We include you, Mr. Citizen, in this, because the schools belong to you, and it is your responsibility to see to it that school boards which you elect take the leadership in promoting solutions to your educational problems. Many school boards have failed to accept this responsibility with the excuse they could do nothing since funds were not available.

Not all local communities are channeling as much money as they should into teachers' salaries, and many do not allocate as much state aid to salaries as they must allocate. Presently, this financing is a two-way street, with the state legislature and the local community treading it. Federal aid will be forthcoming when the states and localities make themselves heard in congress.

You, Mr. Citizen, can look into your

school, but not cursorily. To get at some of the other things that are causing the teacher shortage, locally, you'll have to dig deeper than study meetings and interviews with your school administrators.

Are your classrooms overcrowded, making it difficult for teachers to teach, and do the good job they know they owe your children? Is a teacher expected to handle more than one class at a time, with a teacher substitute (a student) sitting in for her in one of them?

Are teachers in your school "badgered and bothered" by unnecessary class interruptions by the school's administrators? Is lunch at lunch time mostly prohibited, because teachers are given supervisory jobs to do or called into urgent conference with the principal during their lunch hour? Is your principal an Osgood Conklin or a minor dictator?

Do your school board and principal consult with teachers on school affairs and extra-curricular activities? Does your school superintendent consult with the teachers' representatives on such things as regulations affecting them, their salaries, and so on?

If you discover that the answer to most of these questions is "no," then you have another reason why there is a teacher shortage in your community, or why teachers are cool or shy when parents come around, and fail to take part in community affairs.

And, Mr. Citizen, that matter of taking part in community affairs is an important one. Does your school board permit your teachers to exercise the same rights as you do, or are your teachers *second-class* citizens, who are not supposed to participate fully and freely in the political and other civic affairs of the community?

Does your school board allow your teachers to join the professional organization of their own choice, attend the state conventions of their own choice, and to negotiate and bargain collectively?

You will find that these freedoms are important in the thinking of teachers, and help to build the profession. The best teachers want to be able to say with Ralph Waldo Emerson, an early advocate of academic freedom, who wrote in *The American Scholar*: "We will walk on our own feet; we will work with our own hands; we will speak our own minds."

One last suggestion, Mr. Congressman, Mr. Legislator and Mr. Citizen: If you want to find out about what teachers need to enable them to stay on the job of teaching, talk to the

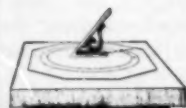
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teachers themselves. I mean the classroom teachers.

It will, of course, be impossible for you to get the views of every teacher. But in most states and communities the teachers, or many of them, have their local federation affiliates with the American Federation of Teachers.

They will tell you that you have to do all, or most, of the things I have outlined here to make teaching a good job and an attractive profession. Without waiting to be asked, I want to mention a jibe that was aimed at me early in my career when I was struggling to support a growing family. When I told a salesman I couldn't afford to buy a new car, and when he found that I was a teacher with graduate training, he remarked: "With your education you ought to be able to get a good job!"

What you need to do is to make teaching a good job, so that you will attract more capable career people. Then, when you get these dedicated teachers, you can keep them—and you can keep them dedicated.

Seriously, you had better reverse the usual process and go to the teachers instead of waiting for the teachers to come to you. When they come to you, you think they merely represent another pressure group with an ax to grind.

So, ask the officers or legislative representatives of the teachers' federations, or the rank-and-file members. *They know the score.*

Pass A Bill

—From Page 10—

understanding always that there is no substitute for local knowledge.

After Introduction: When a bill has been introduced, it is usually read by title only, given a number and ordered printed. It is also usually referred to a committee at this stage. A bill of great importance may sometimes be referred to the Committee of the Whole.

Committee Hearings: At this point the committee plays a most important part in its future progress. One or more committee hearings will be held. The sponsoring legislator will usually acquaint the committee with its merits. Other legislators may express their views and the persons interested in the bill and representatives of organizations may be heard. Usually those who wish to appear ask the chairman for that privilege. Citizens may also speak to committee members and members of the legislature in person or by

mail, giving their opinions and urging support.

This is the point where the active support of the bill by the supporters you have marshalled becomes extremely important. Representatives of the various groups will appear before the committee and give reasons for wishing the bill enacted. Individual members of the committee may be contacted and the matter discussed with them.

Any amendments to the bill may also be considered and acted upon. The committee will then report the bill to the house. Usually the report will take one of the following forms:

- 1) *That the bill pass;*
- 2) *That the bill do not pass;*
- 3) *That the bill pass as amended;*
- 4) *The committee may prepare and offer a substitute bill;*
- 5) *No recommendation.*

It is important that persons interested keep contact with committee chairmen or members to see that the bill is considered by the committee as early in the session as possible so as to get it back on the legislative calendar.

The bill then goes back to the particular house of the legislature in which it is filed. Usually when it is reported out of the committee it will go to the house for second and third readings and passage. This may vary from state to state.

Procedures on the Floor: Usually the first reading is a routine matter when the bill is read by title only. On second reading the various amendments proposed by the committee are considered as well as any amendments offered from the floor. These are accepted or rejected by a majority of a quorum. A bill may be killed at this stage in various ways, often by a motion to amend the bill by striking the enacting clause.

If the bill survives, it is again printed with all amendments and advanced to the third reading. Usually the third reading is the final reading and adoption or defeat is by a majority vote on roll call.

After a bill has successfully passed one house of the legislature, it goes to the other house and is there processed in much the same way. If the second house passes the bill with amendments it will go back to the house of its origin for concurrence. If there are serious differences a committee may be appointed from each house to confer on the bill in the hope of reaching an agreement. A bill must pass both houses in exactly the same form in order to become law.

Readers who are unfamiliar with the process of legislation may exclaim at this point that the legislators really seem to have very little to do with it; that the lobbyists and pressure groups carry the ball for the bill. However, when we consider the broad aspects of the right of petition guaranteed by the constitution we see that these groups are merely exercising that right. In the last analysis the legislators exercise their own judgment but in most instances they act only when they find that a large body of the people favor action.

Action by the Governor: The bill must then be sent to the governor of the state who may sign it, allow it to become law without his signature, or veto it. Usually if the veto is received before the adjournment of the legislature, the legislature has an opportunity to override the veto.

This points up the fact that it is frequently advisable to have contact with the governor of the state to secure his support of the bill. If the matter is of great importance, it may be advisable to secure his support in advance. In any event, it is wise to let him know of your interest in the legislation and your desire that it be approved.

It will be observed that the right of petition is exercised right up to the final stage, and that the problems of the supporters of the legislation are never ended until the bill has passed the executive hurdle. Even there the process does not end, for executive action may be necessary to put its provisions into effect. In other cases vigilance may be necessary to see that the administrative officers charged with enforcement do their duty. That may finally bring you around to the judicial department where court action is instituted to enforce the provisions of the law or to secure a construction of its provisions.

Experienced Leadership Necessary: In this whole field there is no substitute for experience. The teachers' union in every state ought to have at least one person whose continuing duty it is to represent the interests of the group in legislation. Such person cannot become an expert in one term. If he shows promise he should be kept on the job.

Eventually he will come to understand his duties thoroughly and the legislators will come to know him and to respect his judgment. In that process they will also come to understand and sympathize with the objects of those he represents.

Executive Council

From page 6

reappointment of John C. Levinson, a board member, which was subject to referendum.

The teachers' local, with the support of labor generally, piled up a strong protest vote against Levinson, for his opposition to appropriations that led to higher classroom loads. As the result, and just recently, the board of education took retaliatory action against the teachers by enacting the following:

"Resolved: That Section 74a of the Rules and Regulations of the Board of Education be and is hereby amended to read as follows:

"Resolved: That active participation by employees of the Board of Education in politics of the City and County of San Francisco and the San Francisco Unified School District relative to the election or appointment of City and County officials or school district officials, be and it is hereby prohibited; that said active participation shall include among other things the endorsing of candidates, the distribution of literature for or against the election or appointment of any candidate, the soliciting of votes, or levying or soliciting of funds or support in each case for the purpose of favoring or hindering the appointment or election of candidates for City and County or School District offices, whether directly or indirectly; that violation of the provisions of this rule shall be deemed insubordination;

"Further Resolved: That the adoption of this rule does not prevent any employee from

A) Becoming or continuing to be a member of a political club or organization;

B) Attendance at political meetings;

C) Enjoying entire freedom from all interference in casting his vote;

D) Campaigning for or against issues as distinguished from candidates, provided that the same is not done on school premises or during school hours."

The rule and regulation was described as "depriving teachers of the rights and privileges of free citizens" by Megel in a letter to the board before its adoption. The resolution adopted by the A.F. of T. Executive council condemned the board's action as follows:

"Whereas the American people demand that its teachers be dedicated to established American principles, and

"Whereas it is the privilege and duty of teachers to teach young Americans the responsibilities of active citizenship, and

"Whereas the rights and duties of citizenship are defined and guaranteed by state and federal constitution and are and should be inviolate,

"Therefore Be It Resolved that we condemn any action which would deny to teachers the rights of active citizenship or any action which would make teachers 'second class' citizens as Un-American and a violation of constitutionally guaranteed rights, and

"Be It Further Resolved that we regret and protest the action of the board of education of the city of San Francisco, Calif., whereby the penalty of intelligent and positive citizen-

Turn to Page 22

Mrs. Meyer Scores 'Study and Stall'

THE school children of the United States have suffered "while the officials of the Department of Health, Welfare and Education talked and talked and talked about education being the responsibility of the states," Mrs. Agnes Meyer told the convention of the *New Jersey State Federation of Teachers* in Asbury Park.

Mrs. Meyer, wife of the publisher of the *Washington Post and Times Herald*, a member of the Citizens Commission for the Public Schools, and well-known for her support of the nation's schools, said, "Both Secretary Hobby (Mrs. Oveta Culp Hobby, secretary of the federal Department of Health, Welfare and Education) and Commissioner Brownell swept aside every demand for federal aid to education on the theory that they must find a 'formula' to establish proven need and lack of fiscal capacity."

The reference to Brownell was to U.S. Commissioner of Education Samuel Brownell, who has been outspoken in his opposition to federal aid to education.

Mrs. Meyer said that the forthcoming White House Conference on Education and the state conferences on educational problems preceding it, were unnecessary because the problems they are to discuss are already known.

"They had to find out," she said of the administration, "what they already knew on the basis of their own investigations. What hypocrisy!"

She said that figures on the classroom shortage and on other school problems had been compiled by the U.S. Office of Education and were known by the administration before the idea of calling the conferences was proposed.



Mrs. Meyer

She added that the White House Conference on Education is supposed to make its report next December, and "by that time the political campaign for the next Presidential election will be in full swing. Even if, by chance, the conference says the obvious, that federal aid to public education is an acute necessity, the legislation cannot be drawn up for several months.

"Then it will become a political

football between both major political parties. And in the meantime, millions of American children will have lost four irreplaceable years in their mental and moral development, enrollments will have snowballed, more old schools will be obsolete, and our classrooms will look like cattle yards.

"I am sure our federal officials in the Department of Health, Welfare and Education have never seen the actual school conditions that prevail in community after community, or they could not possibly have had the indifference—yes the sheer cruelty—to delay action so long."

Mrs. Meyers quoted the recent report of the Citizens Commission for the Public Schools which said the anticipated U.S. gross national productivity should not be less than \$525 billion by 1965 compared to \$365 billion in 1953.

This, she said, should enable the country to pay for the added school costs coming up in the next 10 years without putting a dent in the national income or hurting other needed public projects such as better highways.

She said local and state tax difficulties and the shift of the national tax base from property and real estate to corporations are one "of the hard facts of life" which now make federal aid "a financial imperative."

Discipline

From Page 14

most of their time in economic activities in a flight from poverty or in pursuit of pecuniary prestige, social status or gratification of immediate material wants.

We must face the fact that the school and the teacher compete with the habits that the child has learned elsewhere and that it is the teacher's job to do what he can to interest the child in the values the public school supports. The behavior of students is rooted in the customs, beliefs and ways of life of their families and communities.

The teacher has an obligation to "get tough about" and insistently call attention to the factors in society which make his job difficult or almost impossible and to constructive social actions which will change the life conditions of students by moving toward amelioration of social neglect and injustice, ignorance, and parental-community unconcern and indifference.

The popular quick cures are inadequate because they suggest that the problem can be solved by ignoring the serious social problems and unhealthy relationship between the public schools and segments of society which are apathetic to education. Student indifference and unconcern about school work, work habits and social attitudes has its roots in the community.

As teachers we should stress positive and comprehensive action rather than negative "one-shot" solutions to the problem of indifferent and uninterested students.

1. We should seek to understand the world in which our students live by increasing our sensitivity to the

problems of people and our general social awareness. This means better preparation of teachers in the social science disciplines and wider participation by teachers in general civic and neighborhood affairs. In this way we will begin to have greater insight into the factors which contribute to student indifference and unconcern while we work to remove those factors.

2. We should insist on more and better psychological services in the public schools with increased emphasis on the early discovery of difficult problem students and on adequate follow through on therapy.

3. We should actively seek a reduction in class loads so we may better use our improved understanding, insights and techniques. Reduction of the class load implies increased public tax support, more and better schools and removal of the lacks of equipment and time that now needlessly sap teacher energy and lead toward world-weariness.

4. We should actively sponsor and participate in worthwhile programs of adult education for parents and other citizens.

5. We should insist on better trained school administrators who are aware of the need for democratic administration in the public schools and who are willing to share with the teacher the responsibility of maintaining the classroom order necessary to teaching and learning.

6. We should keep in mind that no matter how far we progress there will be one more problem to solve.

The problem presented by the so-called "unruly and goldbricking" student is just one side of the polygon of juvenile delinquency. Juvenile delin-

quency is not solely a teacher problem but the teacher can be the key in its solution. By insisting on positive policies that will result in concrete and necessary changes in our present society, changes which produce a more healthful relationship between our public schools and the apathetic segments of our society, the teacher plays the important role which is rightfully his.

To be Concluded in the April American Teacher magazine.

Executive Council

From Page 21

ship would be dismissal from their teaching positions."

A committee consisting of Megel, McGinnes and Edward F. Jerrow of Cleveland, vice-president, was appointed to consult with the Washington, D.C., legislative representative in matters of national legislation this year. Subsidies for the employment of organizers by state federations were approved.

James L. Fitzpatrick of Milwaukee, vice-president, was confirmed as director of the Madison A.F. of T. workshop and the workshop dates, July 10 to 22, inclusive were approved. An A.F. of T. scholarship was approved and each state federation and large local was urged to underwrite at least one scholarship.

The Executive council constitutional amendments committee held meetings before reporting to the council that it will meet again shortly to formulate a report to the convention which will include two proposals for changes in certain sections. The present constitution requires that Locals wishing to submit amendments must do so by or before March 15, next.

A Union Cheechako Tells Why He Joined

ALTHOUGH Laurence Bolyan is now teaching in his second year in the Anchorage, Alaska, schools, he is an enthusiastic cheechako (newcomer) in the Anchorage Federation of Teachers, Local 1172, just recently, after hesitating as to whether he should join.

After joining, he wrote the following letter to Helen Simpson, the Local's secretary, and she feels that it contains a message that could be studied profitably by all non-member teachers:

"Please accept my thanks to you and the Federation for helping me so much in getting settled in Anchorage.

"After seeing what your organization was doing for the teachers and education, I was eager to become a member. Here, I thought, was a chance for

me to help the profession in some small way.

"All through college I had heard various discussions on teacher organizations. In most cases it was concluded that the organizations were ineffective, controlled by administrators, and lacked unity. As one of my colleagues put it, 'There's too many teacher organizations and none of them are any good.'

"The Federation is what the teachers have long needed—a good hustling outfit that takes the ball and goes for a score.

"Some teachers are reluctant to join. Many, who admire the work of the A.F. of T., are cheering you on but lend no material support. The best rea-

son for this seems to be the one given in a recent issue of the *Ladies Home Journal*. It stated, '... the teachers are scared to death of their own shadows.' They're afraid of the administration; they're afraid of the parents; they're afraid of the kids, and they're afraid that somebody back home might criticize them for joining a progressive teacher organization.

"Others do not join because they possess so much 'self-esteem' that they in no way want to be associated with labor. How they reconcile this attitude with the many fine ideals of democracy is a puzzle that keeps one wondering. It is especially bewildering and humorous in the case of those teachers married to trade unionists."

New Books

Of Interest To Teachers

A GUIDE TO BETTER DISCIPLINE, 48 pages, illustrated. By Othilda Krug, M.D., associate professor of psychiatry and Helen L. Beck, former staff member and instructor, Central Clinic and Child Guidance Home, College of Medicine, University of Cincinnati. Science Research Associates, Chicago, Ill., publisher. 50 cents. Less for 20 or more.

A booklet which discusses discipline in the home and school. A guidance aid for parents and teachers with suggestions for dealing with children. Has chapters on the views and aims of discipline, setting sound standards of discipline, handling misbehavior, and other aspects of the problem.

THE ADOLESCENT EXCEPTIONAL CHILD, *A Realistic Approach To Treatment and Training*, 80 pages. Proceedings of the 1954 spring conference of the Child Research Clinic of the Woods Schools, Langhorne, Pa. Copies of this pamphlet available free with the proceedings of the two previous conferences which were held in 1950 and 1953, from the Child Research Clinic of the Woods Schools.

The proceedings of the conference held in New Orleans, La., last April in which diagnosis, treatment, and training of the retarded child were discussed by experts in the field. Emphasis was on vocational training and the conference exchanged information and discussed ways of helping the retarded child to depend on his own resources and skills in adult life.

PLANNING TOMORROW'S SECONDARY SCHOOLS, 64 pages, illustrated. A result of the summer 1954 conference on School Planning of the Stanford University School of Education, compiled by James D. McConnell, director of the Stanford School Planning Laboratory; and edited by Jon S. Peters. Stanford University Press, Stanford, Calif., publisher. \$4.00, quantities of 25 or more, \$3.50.

A publication designed to share with others the thinking of those who participated in the conference which devoted consideration to the problems that will rise with the increasing enrollments in secondary schools. It is

designed for those involved in "Planning for Tomorrow's Schools," with emphasis on the relationship between the educational program and the physical plant.

It contains discussions of trends in secondary education, educational considerations, architectural considerations, the planning of California secondary schools, and the services of the School Planning Laboratory.

TREASURY OF PHILOSOPHY, 1,280 pages. Edited by Dagobert Runes, author of numerous books on philosophy, former director of the Institute for Advanced Education. The Philosophical Library, New York, N.Y., publisher. \$15.00.

This book contains selections from the writings of almost 400 philosophers ranging from Zeno the Stoic to George Santayana—from the 6th century, B.C. to the present time. Each entry begins with a biographical sketch of the philosopher, a statement of his place in world thought, and an excerpt from one of his representative writings.

SCHOOLS IN TRANSITION, 272 pages. By Robin M. Williams, Jr., professor of sociology, Cornell University, and director of the Social Science Research Center; and Margaret W. Ryan, of Texas, now working with the Texas Research League. University of North Carolina Press, Chapel Hill, N. C., publisher. \$3.00.

The second in a series of studies based upon the research of 45 scholars and financed by the Fund for the Advancement of Education, this volume follows Harry Ashmore's, *The Negro and the Schools*. It is a series of case studies made of changeovers from biracial public schools to integrated systems in the past few years. The communities studied lie all along the border of the South—from New Jersey in the East through Ohio, Indiana and Illinois to New Mexico and Arizona in the West.

The experience of these communities was felt to offer a guide to the solution of problems of integration that will face thousands of other communities in the light of the Supreme Court decision. "In some of the communities, the transition has been painful and bitter," but they "point clearly to the need for careful planning, full coopera-

tion by both races, and straightforward leadership.

EDUCATION IN A TRANSITION COMMUNITY, 124 pages. By Jean D. Grambs, formerly assistant professor of educational sociology, Stanford University, and author of books on group processes and educational methods. Prepared under the direction of Herbert L. Seamans, director of the Commission on Educational Organizations of the National Conference of Christians and Jews, New York, N.Y. 25 cents.

This pamphlet treats of the same problems as those in *Schools In Transition*—those of facilitating the desegregation of public schools with a minimum of friction, but is devoted more to preparation and education for integration than to the settling down of case histories. However, it includes descriptions of the problems encountered in some communities who have already desegregated their schools.

RUNNER IN THE SUN, 234 pages. By D'Arcy McNickle, director of the American Indian Development, and a prominent writer on the affairs of American Indians. John C. Winston Co., Philadelphia, Pa., publisher. \$2.75.

Teachers, who are not yet familiar with the "Land of the Free" junior historical novels will find a rewarding experience in this latest title which is much more than a story of Indian corn. As one who is not only familiar with present day Indian life but also steeped in its history and lore, Mr. McNickle has written an exciting story with the authentic atmosphere of the long-ago cliff dwellers of the southwest.

Salt, the lad of sixteen who is expected some day to replace the Holy One as leader of his people . . . Star Climber . . . Shield . . . Flute Man . . . Dark Dealer . . . Eldest Woman . . . Quail . . . and many others relive for us in an unusual way the familiar problems of getting food and water. Solving these is not without greed and jealousy as well as mystery and fear. But as Holy One in his wisdom says . . . a wisdom quite apropos for the present . . . "A few weak ones will accept fear as a way of action . . . and out of fear they may use knives and spill blood . . . but nothing is built on fear and they will pass away."—Reviewed by Layle Lane.

Letters to the Editor

We are delighted and impressed by the improved format of *The American Teacher* magazine. The whole issue is lively, attractive, even tempting, from the *jet age teacher* on the cover to the very last page. We are looking forward to future issues.—Charles Cogen, president of the New York Teachers Guild, Local 2.

We have received the new *American Teacher* magazine, and everyone I have talked to is enthusiastic about it. Its appearance certainly brightens up the day for all who see it.—Edward Jewett of Council Bluffs, Ia., A.F. of T. vice-president.

The new issue of *The American Teacher* magazine looks excellent. It is a big improvement.—Herrick S. Roth of Denver, A.F. of T. vice-president.

Congratulations on the appearance of *The American Teacher* magazine. It's much fresher and much more readable. And the articles, on the whole, have some bite and strength in them. *Union Teacher Talk* and *Guest Editorials* are excellent. Herrick Roth's article on *Faceless Informers* was tops—keep them going like that.—Edward A. Irwin of Los Angeles, A.F. of T. vice-president and editor, *The Los Angeles Teacher*.

I was especially impressed by the reader appeal. Congratulations on the new *American Teacher* magazine. You make a person want to read the articles. I was also interested to see that stories included were of importance to all teachers. There is considerable variety of appeal in appearance and design. A number of our teachers have commented similarly.—Richard J. Brett of Waukegan, Ill., chairman of the A.F. of T. International Relations committee.

The new *American Teacher* magazine is excellent. Its format is modern and its content thought provoking. I have read it from cover to cover and found each article worthwhile. Congratulations on a job well done.—Robert A. Adams, assistant to the president, Chicago Teachers Union, Local 1.

I want you to know how thrilled I am with the new *American Teacher* magazine. It is tops.—Rangvald Kvelstad of Poulsbo, Wash., North Kitsap Federation of Teachers, Local 862.

I wish to express my appreciation of the great improvement you have made in the size, appearance and content of *The American Teacher* magazine. I wish you continued success.—Arch S. Loomer of Sacramento, Calif., treasurer of the Sacramento Federation of Teachers, Local 31.

I should like to congratulate you on the format and content of *The American Teacher* magazine.—Henry Miller, assistant professor, school of education, The City College, New York, N.Y., and member of the New York Teachers Guild, Local 2.

The make-up, type faces, and content are excellent. Congratulations on the first *American Teacher* magazine in the new format. I am sure that I speak for all members of Local 238 when I say that this format answers a long felt need.—Verne Smith, chairman, publicity committee, Minneapolis Federation of Men Teachers.

I received my copy of *The American Teacher* magazine today, and after reading it through from cover to cover, I decided that congratulations were in order. This is the type of magazine that some of us have been hoping for for many years. It is a magazine worthy of the American Federation of Teachers. My heartiest congratulations to Mrs. Caylor and all members of the editorial board. I believe that the reading of a few copies of *The American Teacher* magazine would set non-member teachers straight on what constitutes a professional organization.—Harold F. Neher, president of the Van Dyke (Mich.) Federation of Teachers, Local 892.

You have done an excellent job on *The American Teacher* magazine. I personally prefer articles such as were in the first issue, and like very much the news of the various locals. These items are of benefit to me.—Charles M. Kenney of Springfield, executive-secretary, Illinois State Federation of Teachers.

The A.F. of T. is giving us much more information through its reorganized publications. We can now be adequately informed on national matters.—Federation Newsletter of the San Jose (Calif.) Federation of Teachers, Local 957.

The article on *Social Security for Teachers*, by A. A. Weinberg seems one which would interest our readers very much. It is very clear as to both advantages and disadvantages.—Ethel J. Earle, editor-in-chief of the Boston Teachers News Letter, monthly magazine for the Boston Teachers Club.

Local 420 has been requested by the chairman of the Retirement committee of a non-union teachers' organization in St. Louis to have reproduced and distributed the article on *Social Security for Teachers* in the December *American Teacher* magazine. It has called forth much favorable comment by non-union, as well as Local 420, teachers.—Dorothy Childs, president, Teachers Federation of St. Louis and St. Louis County.

I would suggest that you send persons of weight and influence in the fields of public education copies of the new A.F. of T. *American Teacher* magazine, of which we feel very proud.—Leslie Anli, president, Elizabeth Teachers Union, Local 733.

I have heard many highly favorable comments in regard to the new magazine and wish to add my congratulations. Well done!—Herbert W. Yankee, treasurer Stratford (Conn.) Federation of Teachers, Local 1053.

We find that the new *American Teacher* magazine is a more stimulating publication than we have heretofore had, and it will be helpful in our contacts with prospective leaders in non-union teaching circles.—Hildegard B. Wells, president, New Jersey State Federation of Teachers.

The American Teacher magazine . . . it is beautifully done.—Thaddeus J. Lubera, assistant superintendent of Chicago public schools.